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UNIVERSITY OF ALBERTA

EMPATHY
AND
THE COOPERATING TEACHER-STUDENT TEACHER RELATIONSHIP

BY

MARGARET M. MCVEA

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND
RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER'S OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

SPRING, 1992

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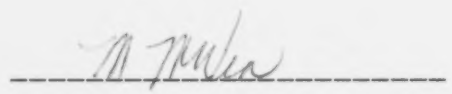

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **Empathy And The Cooperating Teacher - Student Teacher Relationship** submitted by Margaret M. McVea in partial fulfillment of the requirements for the degree of Masters of Education.

Dr. Harvey Zingle: Supervisor

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Date:

DEDICATION

Special thanks to my family,

John, Theo, my committee and colleagues,

who were most helpful and supportive

to me during this project.

ABSTRACT

Empathy is a critical component of human interaction. Most research points out that a high degree of empathy in a relationship is possibly the most potent factor in bringing about change and learning (Rogers, 1975). While a great deal is known about the primacy of empathy in counselling and psychotherapy, there has been little research done on the value that empathy contributes to the teaching-learning process and in particular, to the student teacher-cooperating teacher relationship in the pre-service preparation of new teachers.

The purpose of this study is to address the following research question: Will a series of workshops for student teachers and their cooperating teachers which have as their primary goal the improvement of cooperating teacher - student teacher communication have a significant effect on the level of empathy of the participants?

The study sample was comprised of an experimental and control group of cooperating teachers and an experimental and control group of student teachers. The cooperating teachers were elementary teachers employed by a large urban school district. The student teachers were enrolled in the winter term of their education practicum at the local university. These experimental groups participated in a program designed to provide alternatives to the regular practicum by scheduling extra opportunities for cooperating teachers and their student teachers to meet and share concerns and expectations.

The level of empathy for both the experimental and control groups was assessed by means of a measure administered at the beginning and end of the practicum. Both experimental and control groups were also interviewed to gain more understanding about the practicum experience. Finally, the experimental group members were surveyed to learn their perceptions of the series of workshops offered to them.

The findings from this study showed little or no change in participants' level of empathy as a result of the alternative inservice program provided. The study did however, provoke thinking about the need to re-examine as important learning experiences alternative approaches to the practicum.

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CHAPTER 1

Introduction

The purpose of this study is to address the following research question: Will a series of workshops for student teachers and their cooperating teachers aimed at improving communication between cooperating teachers and student teachers have a significant effect on the level of empathy of the participants?

The research on empathy tells us that empathy is a critical component of human interaction. In fact, a high degree of empathy in a relationship is possibly the most potent factor in bringing about change and learning (Rogers, 1975). While a great deal is known about the primacy of empathy in counseling and psychotherapy, there has been little research done on the value that empathy contributes to the teaching-learning process and in particular, to the student teaching-cooperating teaching relationship in the pre-service preparation of new teachers.

The participants involved in the study were elementary school teachers and the student teachers with whom they taught. This comprised the experimental group for the study. The experimental group participated in the workshop program provided throughout their practicum. The control group was also composed of cooperating teachers and student teachers. Both groups were selected from a large urban school district and the local university. Change was measured by administering a pretest and posttest to the experimental group, and by conducting interviews and surveying the participants from both the control and experimental groups.

Background to the Question

The relationship between cooperating teacher and student teacher is complex. Ideally, cooperating teachers and student teachers strive to make their interactions successful but often the relationship is less than satisfying to either party. The difficulty of learning how to teach coupled with the threat of performance evaluation, impedes honest and open communication between student teachers and cooperating teachers. Often finding the time to meet and discuss both the professional and personal issues surrounding learning to teach is difficult in the hectic experience of the practicum. Practising teachers acting as cooperating teachers tend to model for their student teachers predominantly content and pedagogical strategies, often neglecting to model effective communication skills, such as empathy, which are critical to teaching effectively. As well, the role of cooperating teacher as facilitator, counsellor, motivator, and instructor has long been ill-defined. Cooperating teachers often work in isolation with no feedback on the role they are playing. Finally, schools that are involved in the practicum are not always supportive to the practicum.

These are some of the issues that were factors which promoted my exploration of how student teachers and cooperating teachers are readied to work together successfully during the practicum. Are there facilitative opportunities or alternatives that might be provided to ensure that both cooperating teachers and student teachers can engage in an effective learning - teaching relationship?

My interest in this area goes back nearly a decade ago when I acted as a cooperating teacher in an elementary practicum. My experiences in the classroom had clarified my beliefs that teaching formed a complex pattern woven from three critical strands: knowing the content to be taught, using the appropriate pedagogical

strategies, and developing a caring, understanding relationship between learner and teacher.

With these beliefs as my guide, I had undertaken the supervision of student teachers in the elementary practicum for several years in succession. Initially, the lack of direction and professional development offered to cooperating teachers in their work with student teachers caused me frustration. But I was curious to experiment with the concept of "teaching others about teaching". My curiosity continued to grow and when an opportunity arose to work in the area of professional development of teachers, I took the position. It was within this context that the potential benefits of working with cooperating teachers in the practicum became clearer. Examining different practicum alternatives which might affect the quality of the student teacher-cooperating teacher relationship and ultimately the practicum experience intrigued me. I prepared a proposal for a collaborative pilot program involving the school district and the university. This subsequently went forward to the Superintendent of the school district and was discussed with the Dean of the Faculty of Education. A collaborative planning effort between the school district and the university was the result and one alternative, a series of workshops, was developed and implemented the following year. After surveying participants in the first year of this project, its success was acknowledged and the project was repeated for a second time with some minor changes. The program's impact on the participants in it became the basis for this thesis.

My question became: "Will student teachers and cooperating teachers involved in a workshop series which focuses on their needs and concerns during the practicum demonstrate higher levels of empathy than student teachers and cooperating teachers who received no special program?" In discussing with my academic advisor an appropriate method to employ in answering this question, I initially focused on using an experimental approach. The question would be tested using a measure of empathy that had been altered to accommodate the context of the practicum. (Carkhuff, 1969). Any significant changes in the level of empathy of the program's

participants from the beginning to the end of the practicum would be indicated by the difference between the pretest-posttest scores of the two groups.

As the study evolved, I decided to enrich the quantitative data with descriptive data. To gain a clearer answer to the study's question, a survey questionnaire was distributed to the experimental group. To further expand the data, interviews were conducted using open-ended questions with randomly selected participants.

Rationale

Based on the positive evaluations for the workshop program piloted the previous year for student teachers and cooperating teachers, this study was undertaken to explore whether or not the program was having any effect on the level of empathy of the participants. Assuming that student teachers and cooperating teachers will work empathically and harmoniously when placed into an arranged relationship is presumptuous. As reseacher, I was interested in discovering whether the participants' level of empathy would change if a program was provided which was designed to provide opportunities for increased communication for the two parties. One of the goals of the program was to provide alternatives which would increase the interaction between student teachers and cooperating teachers, between student teachers and other student teachers, and between cooperating teachers and other cooperating teachers. It was not the primary intent of the workshop series to teach participants how to respond to a scale assessing discrimination and communication of empathy. Rather the program focused on issues which are relevant to the practicum - planning, evaluation, and supervision - and provided opportunities for participants to get together and share ideas and concerns. The researcher, through the literature review, discovered firstly, that empathic communication is very important for teachers. Secondly, the literature pointed out that certain kinds of training experiences can increase the level of empathy in participants. Thus, it was

expected that the series of workshops described in this thesis could increase the level of empathic functioning of the participants. The research design was therefore set up to help determine if that expectation was correct or not.

Purpose of the Study

This study explored whether there was any significant difference in the level of empathy as a result of participating in a series of workshops which included the following:

* meeting and orientation time prior to the practicum to encourage the cooperating teacher and student teacher to begin building a relationship.

* practice in the use of active listening and focusing skills.

* practice in a supervision conference format where the consistent use of verbal feedback and reinforcement skills such as clarifying, leading, and summarizing were encouraged.

* instruction in cooperative unit planning and in collaborative evaluation.

* non-judgmental opportunities for participants to express their concerns, worries, or frustrations.

Implications of the Study

An implication of this study was that it might provide more information and a deeper understanding of the the importance of developing and promoting an empathic relationship between teacher and learner. Rogers (1962) argued that in order for people to grow emotionally, they must first be accepted as they are. Cooperating teachers who are accepting of student teachers, who feel the

student teachers are worthy as people in their own right, and think the student teachers have a contribution to make, are likely to find those beliefs confirmed (Rosenthal & Jacobsen, 1968). If we believe that empathy is central to the learning-teaching relationship, then that belief must underlie all of our efforts. By "getting inside another's world," perhaps we can understand that person's needs, concerns, frustrations, and successes better and thus improve the learning process.

This study evaluated whether a program which provided an alternative to the normal practicum affected the level of empathy of cooperating teachers and their student teachers.who were participants. In particular, the researcher sought to discover whether a program that focused on concerns such as planning, evaluation, supervision and communication, would provide enough of a model of empathy to alter the levels of empathy of the participants from the beginning to end of the practicum

Finally, we set out to see if this particular approach to delivering the practicum might provide other teacher education institutions with a useful model for a workshop series that promotes communication during the practicum. Although the program described in this study has been designed for implementation during a practicum, the sessions described might also be a suitable for new teachers preparing to teach as well as teachers more advanced in their careers. By providing a program that is beneficial in developing important teacher skills, this study may also contribute to the professional body of knowledge about teacher growth and development.

Limitations of the Study

The limitations of the study are as follows:

1. The program used in the study trained its participants in a variety of communication skills yet tested for one specifically.

2. The pretest-posttest control group design may have been affected by the interaction of testing and the experimental treatment. That is, attitudes may well have been affected by the pretest.

3. While subjects were selected from a population of education students and elementary school teachers, they were not randomly assigned to experimental and control groups. That is, in the case where there were two teachers from the same school, they were placed in the same group. Therefore there is a possibility that results may be atypical due to the nature of the selection procedure.

4. The scale employed to measure changes in empathy was adapted from Carkhuff's Scales for Interpersonal Functioning Carkhuff, 1969a) and Gazda's Index of Perception which were originally designed for counsellors and therapists. These scales were adapted for the purposes of this study and therefore, may not be as reliable or valid as in the scale's original form.

Ethical Considerations

The researcher employed a number of strategies to acknowledge and ensure that the confidentiality and rights of participating subjects were protected (Borg & Gall, 1989). First, ethical clearance was obtained from both the Faculty of Education, Department of Educational Psychology Ethics Review Committee and the Administration of the local school district involved. Secondly, potential subjects were informed by letter about the study (Appendix A & B). Thirdly, subjects who agreed to participate were informed about the nature of the study, outlining its purposes, expected benefits and areas of concern, and were alerted that

participation was voluntary. Finally all subjects were assured that data collected would be kept confidential through use of a code for all questionnaires.

Definition of Terms

The definition of the term "empathy" most appropriate for the purposes of this study, is the one specified by Truax and Carkhuff (1967):

> . . . a sensitivity to the other person's current feelings, and the verbal facility to communicate this understanding in a language attuned to those feelings (p. 57).

Empathy refers to the degree to which the helper's (the cooperating teacher) responses add to the feeling and meaning of the expressions of the helpee (the student teacher). Low level empathic responses (verbal or behavior) "... either do not attend to or detract significantly from the verbal and behavioral expressions of the helpee in that they communicate significantly less of the helpee's feelings and experiences than the helpee has communicated himself". (Carkhuff, 1969a, p. 174). High level empathic responses "... add significantly to the feeling and meaning of the expressions of the helpee in such a way as to accurately express or, in the event of ongoing, deep self-exploration on the helpee's part, to be fully with him in his deepest moments". (Carkhuff, 1969a, p. 175).

Ensuring that empathy is an evidenced condition in the teaching-learning process has implications for any interpersonal relationship, but in particular, the student-teacher relationship. According to Hundleby (1973) "the communication of empathy constitutes the essential variable in determining whether or not the other person realizes he is being understood" (p. 20).

Other terms that need to be defined for the purposes of this study are "student teachers" and "cooperating teachers." "Student teachers" describes education students in their third year of an

elementary route Bachelor of Education program who are assigned to a school to do some teaching under the supervision of an experienced teacher. "Cooperating teachers" describes experienced teachers at the elementary level who are supervising student teachers during their practicum. The term "practicum" refers to the school-based student teaching program all Bachelor of Education students must complete for their degree. Of eight weeks duration, the practicum provides student teachers with school experience under the supervision of cooperating teachers who not only supervise but also evaluate them.

Organization of the Study

This thesis consists of the following sections. Chapter One discusses the question, its background, assumptions, and purposes as well as the limitations and ethical considerations of the study. Chapter Two reviews the literature and states the hypotheses for this study. Chapter Three outlines and explains the methodologies used in the study. Chapter Four reports the findings, while Chapter Five provides a discussion of the findings, conclusions, and recommendations. A description of the inservice program and the measures for testing and surveying are found in the Appendices.

CHAPTER 2

Literature Review

Introduction

The review of the literature for this study focused primarily on the concept of empathy in relationships. Specfic areas included general research findings on empathy, the ideally empathic person, empathy as an early success indicator, the provision of empathy, learning empathy from empathic others, and the positive outcomes of empathy.

Because Dr. Carl Rogers was one of the foremost authors in the field, the framework for this literature review originates from many of his findings in the area of empathy. The majority of the research focusing on empathy was done in the early 1960s and 1970s and focused on empathic relationships in psychotherapy. Nevertheless, the terms used in the aforementioned research are readily suited to the field of education. For the purposes of this study, the term "therapist" is used interchangeably with "cooperating teacher", "client" with "student teacher", and "client relationship" with "cooperating teacher-student teacher relationship".

General Research Findings

Rogers (1962) was one of the first and strongest advocates of the importance of empathy in relationships. He believed that for persons to grow emotionally they must first be accepted as they are by others who are significant to them. In order to establish empathy Rogers believed that it was essential that one must know as much as possible about that client's private world. In this way the therapist discovers the client's beliefs and concerns and how he/she perceives the world. As the client discovers that the therapist understands

him/her, empathy is established. Most research on empathy supports the establishment of empathy as an essential precursor to establishing a therapeutic relationship which in turn is conducive to emotional growth in the client.

The effectiveness of the therapist in accepting people for who they are becomes important in a learning relationship especially between cooperating teachers and student teachers. Generalizing the knowledge of empathy gained from psychotherapy to teacher training, it may well be true that empathy must be established between cooperating teachers and the student teachers before effective learning can occur. Therefore, cooperating teachers need to establish empathy with student teachers in order to help them learn about teaching. Cooperating teachers who accept student teachers as they are, who feel they are worthy in their own right, who believe they have contributions to make, have in all probability established empathy, and thus a solid learning ground for their student teachers.

The foregoing is supported by the work of Carl Rogers who documented the following research findings about empathy in the one-to-one psychotherapy relationship:

* The ideal is to be first of all empathic (Rogers, 1967).
* Empathy early in the relationship predicts later success (Rogers, 1967).
* Understanding is provided not drawn from a person (Truax & Carkhuff,1967).
* An empathic way of being can be learned from empathic persons (Aspy,1972).
* Empathy is clearly related to positive outcomes (Bergin & Strupp,1972).

This review of the literature suggests that empathy is a significant component in a relationship. This significance will later be linked with research in the area of student teaching and the practicum in order to further demonstrate the importance of empathy.

Empathy - A Human Quality

Over the last three decades there has been an evolution in the the understanding of empathy. The following is a review of that evolution. Dr. Carl Rogers(1957) first described empathy as a 'state.' In his words:

> The state of empathy or being empathic, is to perceive the internal frame of reference of another with accuracy and with the emotional components and meanings which pertain thereto as if one were the person, but without ever losing the 'as if' condition (p. 210-211).

Rogers later re-examined that "very special way of being with another person" and redefined empathy as a 'process.' His thinking drew on the concept of 'experiencing' as formulated by Gendlin (1962) who said that at all times there is a flow of experiencing to which the individual can turn again as a referent in order to discover the meaning of his experience. Empathy is "felt meaning" which helps the individual focus on the meaning of an interaction and carry this into a full experience. Influenced by this, Rogers(1975) later reworded his statement of empathy to embrace the notion of process: "To be with another in this way means that for the time being you lay aside the views and values you hold for yourself in order to enter another's world without prejudice"(p. 112).

Similarly, Barret-Lennard(1962) defined empathy as:

> Qualitatively, it [empathic understanding] is an active process of desiring to know the full, present, and changing awareness of another person, of reaching out to receive his communication and meaning, and of translating his words and signs into experienced meaning that matches at least those aspects of his awareness that are most important to him at the moment (p. 34).

Discussion on the concept of empathy continued to develop, to the point where "the process of becoming empathic was considered to be developmental, with an increase in empathic scores with age and between subjects similar in age or sex "(Fesbach,1975; Iannotti & College,1975). Empathy measures even began to differentiate between affective and cognitive empathy (Gladstein,1987) and between predictive and situational empathy. These differentiations, however, go beyond the parameters of this study where the discussion of empathy has been limited to the focus of empathy as a process.

Measurement of Empathy

One of the best measures of empathy (Carkhuff, 1969), The Accurate Empathy Scale was developed by Charles Truax and adapted into a shorter form by Carkhuff (1969a;1969b). By rating tape-recorded segments of actual interviews, situational empathy and the concept of levels of empathic response to situations was researched. Carkhuff believed that by examining individuals' responses in a helping situation one could measure the level of their interpersonal functioning. The validity of this measure is achieved by employing trained raters who base their ratings on the scale itself. The scale's validity, apart from its face value, is also related to its outcomes as reported through research evidence. While there is little evidence of what the scale really measures, Truax (1963) showed that high levels of the condition are related to improvement in therapy while low levels of the same condition are related to no improvement or even deterioration in clients.

People living effectively with themselves and disclosing themselves in a genuine and constructive fashion in response to others are described by Carkhuff as being empathic or facilitative. These people are able to communicate an accurate understanding and respect for all of the feelings of other persons and guide discussion with those persons into specific feelings and experiences. They

communicate confidence in what they are doing and are spontaneous and intense. In addition, while they are open and flexible in their relations and their commitment to others, they are also capable of active, assertive, and even confrontational behavior when it is appropriate.

Empathy was the focus of this study. A continuum or scale of responses to assess a person's ability to respond empathically designed by Carkhuff was used to assess the levels of empathic responding of this study's subjects. The Carkhuff Indices for Discrimination and Communication developed from the Truax Accurate Empathy Scale employ a scale that rates a person's use of different core conditions one being empathy. A person's response is rated from one to five, with a one indicating the lowest provision of the condition to a five indicating the highest provision. At the lowest level of provision of empathy, according to the Carkhuff scale, empathy is not communicated to any noticeable degree. At this level, the facilitator ignores, even detracts from a given response and devalues, discredits, depreciates, or even scolds the responder. At level two, some of the conditions are being communicated and some not: the facilitator responds but in doing so, subtracts affect, distorts meaning, and often gives premature or "cheap" advice. A level three response indicates that all of the conditions are communicated at a minimal level. This response is a paraphrase of the original statement, and usually offers some problem-solving help but little affect. At level four the response communicates all of the conditions, and some are communicated fully. The responder is accurate and usually adds deeper meaning than was originally expressed. A level five response indicates that all empathic conditions are fully communicated simultaneously and continually. The response is accurate to all feelings, is "tuned in" and is considered to be "active listening."

The Carkhuff Index for Discrimination and Communication described above was used to measure the level of empathy of participants in this study. By responding to both closed or discrimination and open-ended or communication questions, subjects indicated their level of empathic communicating ability.

Empathy and the Student Teacher

Empathy is a critical part of a relationship that promotes change and expansion of one's way of looking at life. The therapist must recognize the importance of "trying, as sensitively and accurately as he/she can, to understand the client, from the latter's own point of view" (Raskin,1974, p.87). Carkhuff (1969b) restated this when he suggested that individuals be systematically selected who can function most effectively in the helping role:

> "We must select individuals with the strength and sensitivity to make a constructive difference in the lives of others and recognize that not everyone can be effective in human relations" (p. 278).

Campbell and Williamson (1973) found that in the student teacher-cooperating teacher relationship a very important variable affecting the growth of the student teacher was the relationship between the two. They suggested that since this relationship was so critical that establishing a compatible relationship should be the goal of every cooperating and student teacher.

In research done on personality factors in the student teaching triad of student, teacher and college professor, Hughes, Griffen and Defino (1982) identified empathy as one of the key factors that may affect participant relationships. Both Carkhuff (1971) and Goldhammer (1969) recognized the importance of empathy as a factor in helping relationships and supervision of student teachers. Both believed that empathy was a neccessary ingredient in order to understand the other person's point of view. Empathy, therefore, is a crucial variable in the professional development of the student teacher (Carkhuff & Berenson, 1967).

Empathy as an Early Indicator of Later Success

The degree of empathy which exists very early in the relationship is usually predictive of later success or lack of success of student teachers (Barret-Lennard,1962). Cooperating teachers have a strong influence on their student teacher's self confidence, a quality indicative of future teaching success. An empathic relationship between cooperating teachers and student teachers helps ensure that the cooperating teacher shows deeper understanding of the difficulties as well as the strengths that the student teacher is demonstrating. Empathic cooperating teachers can guide discussions about feelings and communicate openly and in a flexible way. Similarly, student teachers experiencing an empathic relationship are open and flexible in their commitment to their cooperating teachers and are able to communicate with understanding and respect. Looking at empathy from another perspective, Campbell &Williamson (1973) have suggested that an "open-mindedness" survey should be developed so that potential cooperating teachers could be assessed for qualities of cooperation, sensitivity, and understanding prior to matching them with their student teachers. In this way, those teachers most able to engage in an empathic relationship with their student teachers would be selected and the success of the learning experience of the practicum heightened.

Provider of Empathy

Empathy is something offered to and not elicited by the particular student or type of client (Truax & Carkhuff,1967). The degree of empathy in a relationship can be accurately inferred by listening to the provider's responses, without knowing the client's statements (Quinn, 1953). In agreement with this, Wittmer (1971) systematically observed verbal content behaviors and was able to

make useful judgements about the providers independent of their performance.

In a study on facilitation by Karr and Geist (1977) the ability of the provider to provide empathic conditions determined change in the client or student not the type of training they received. Combs (1977) further emphasized the critical value of empathy when he stated that:

> The good counsellors are always concerned about how things look from the point of view of the people they are working with. You may call it sensitivity, if you wish, or empathy, but it is **the** most significant fact that distinguishes between the good ones and the poor ones (p.4).

In their 1977 study, Karmos and Jacko recommended that cooperating teachers be trained in interpersonal skills, counselling, and conferencing. They also found that the cooperating teacher was named as significant other 88 per cent of the time. In this role of significant other, cooperating teachers most often provided personal support such as assistance during difficult times, and understanding of fears and frustrations.

Research by Stahlhut, Hawkes, Fratianni and Doerzman (1987) on mentor-protege relationships in student teaching has suggested the importance of teacher as provider of understanding and empathy. In this study, the role behavior of the cooperating teacher most frequently selected from the student teacher's perspective as most powerful was that of "confidant." "Open communication" was cited by cooperating teachers as their top item in a helping relationship.

A major investigation of student teaching was done during the fall of 1981 by the Research in Teacher Education program division of the Research and Development Center for Teacher Education. Student teacher-cooperating teacher conferences were analyzed according to nine categories. The analysis showed that cooperating teachers dominated the conference talk up to 72 per cent of the time with most frequently occurring talk being "review", followed by

"direction giving", and "acknowledgement or endorsement" as least frequent. Certainly, if empathic communication is important to learning and development this study would lead us to believe that cooperating teachers are not providing an appropriately facilitative experience for their student teachers.

Finally, a program of Effective Personal Communications was tested with school supervisors and business personnel at the School of Education, University of Massachusetts (1989). The basis of the training program was the inclusion of helping skills such as attending behaviors, leading, focusing, questioning, clarifying, reflecting feeling, respecting, and summarizing skills. The rationale for the program was that systematic training in skills that enhance one's ability to deal with others will improve the supervisory qualities of the personnel involved. The results of the study showed that the on-going training did improve the supervisory skills of the leaders. As well, the participants' performance of interpersonal skills improved with the training.

From these last two studies one could conclude that empathy training is especially important for cooperating teachers. These and other studies consistently show that the ability of the provider to sustain empathic conditions determines positive changes in the relationship. Empathic conditions are acknowledged as important in the student teacher-cooperating teacher relationship and it would seem reasonable to prepare a program to ensure empathy in the relationship between cooperating teacher and student teacher is nurtured.

Communicating Empathy

The ability to be empathic can be learned and developed (Rogers, 1967). Empathy is not necessarily something one is "born with" but can be learned and learned most rapidly in an empathic climate. This is even more likely to occur if the persons teaching empathy are individuals who are of sensitive understanding (Aspy, 1972).

In a study done by Hundleby (1972) on communicating empathy and understanding, it was the ability of a person to communicate empathy to another in a verbal or non-verbal response that determined their level of empathy. According to Hundleby, a person is most effective in communicating empathy when he/she concentrates carefully on what the other person is saying, concentrates on making responses that are interchangeable with those of the other person, and responds in a language that is similar to that of the other person. By responding in a feeling tone of voice which is similar to the other person and responding to most things they are saying, empathy is communicated. Once mutual trust has been developed, a person can add deeper meaning to what the other person says, concentrates on what is not being expressed by the other person, and uses the other person's behavior as a guideline to assess the effectiveness of a response.

Hundleby, in his study demonstrated in a dramatic way that in a short training program of just seventeen hours grade twelve students could learn to communicate in an empathic manner. His findings demonstrate that the trained group were significantly ($p<.0001$) more empathic than the untrained comparison group of grade twelve students. These results were equally significant on different measures of empathy.

Examples of the importance of communicating empathy can also be found from studies in supervision where the impact of the supervisor on the process is clearly evident. Trainees under supervision of therapists communicating high levels of empathy changed significantly and positively (Payne & Gralinski,1972). Thus it may have been the empathy that the therapist communicated rather than the method used to teach the supervision course that caused this change. It appears that language and non-verbal behavior are powerful tools in teaching someone how to communicate empathically.

One way to theorize about the learning of empathy between cooperating teacher and student teacher is by using Albert Bandura's social-learning theory (Bandura & Walters,1963). If the cooperating teacher has modelled empathy for the student teacher, the student is

more inclined to be empathic. However, critical to the success of modelling are certain conditions. One is the person's acceptance of the model as someone who is important or significant to them and that by their modelling of that person's behaviour they will become more like them. Secondly, the person demonstrating the new behaviour must be reinforced accurately and immediately if the behaviour is to continue. Bandura's work demonstrated that when a model is provided and when these conditions are met, patterns of behavior are typically acquired in large segments or in their entirety. It can be concluded that a large portion of student teachers' repertoire of behavior may be learned through imitation of what they observe in others.

A study done by Stahlhut et al.(1974) on the mentor-protege relationship concluded that when student teachers were trained to elicit role behaviors from their cooperating teachers, in 88 per cent of the cases a reciprocal mentor-protege relationship developed. That is to say, the relationship was two-sided and both parties contributed to its wellfare. The proteges cited the mentors' interest in them and listening skills as the most frequent qualities that helped the relationship develop. The mentors cited similar values, goals, interests, and open communication, as the most important behaviors that students could demonstrate in order for the relationship to develop.

In summary, empathy can be learned from one who is empathic. Carkhuff and Berenson (1967) make the connection between the facilitative behavior of the teacher and its impact on the learner by their conclusion: "our model (for teacher preparation) dictates that a primary core condition such as empathic understanding is critical to all learning and relearning processes" (p. 24). Therefore it is reasonable that the same relationship exists between a cooperating teacher(teacher) and the student teacher(learner). Empathic understanding on the part of cooperating teachers is critical to student teachers learning to communicate in an empathic manner.

Empathy and Positive Outcome

The importance of empathy in the teaching-learning process has long been viewed as significant by educators. Carkhuff and Berenson (1976) and Cole (1983) pointed out that helper responses can either facilitate or detract from the growth of persons involved in the learning process. Educators such as Goble (1970), Maslow (1968), Lopatka (1970), and Rogers (1962, 1969) stress the necessity of valuing the student as person and indicating this valuing dimension through empathic reflections. Aspy and Hadlock (1967) found "that students of teachers functioning at the highest levels of facilitative conditions demonstrated higher levels of academic achievement than the students of teachers at the lowest levels of conditions" (p. 279). The viewpoint that a large part of any teacher's efforts are focused on some area of interpersonal counselling was put forth by Wilson, Robeck, and Michael(1969). They suggested that engaging in any interpersonal relationship whether it be with student or student teacher, requires taking a counselling role.

There is a significant amount of evidence to indicate that the more the therapist or teacher shows sensitive understanding, the more likely is constructive learning and change to occur. Bergin and Strupp (1972) stated that "various studies demonstrate a positive correlation between therapist empathy, patient exploration, and the independent criteria of patient change" (p.25). According to Rogers (1975), an empathic interaction reduces alienation and increases recipients' understanding that they are valued, cared for, and accepted. This is particularly important in the student teaching experience where it has been documented that the students' major concerns are self and survival (Fuller,1984). As a result of individuals feeling better understood by others, they find themselves revealing material never communicated before. This openness to communication is often the first step towards changing one's self concept and feeling a sense of security. In the

teaching/learning relationship this is an important step toward self-efficacy and the eventual integration of self.

Metcalfe and Hunt (1970) in their work in making classroom realities relevant to students stated:

> In order to achieve relevance, teachers will have to familiarize themselves with the thought patterns of their students--their attitudes, values, beliefs, and interests. This can be done. It just helps to listen carefully to what young people are saying. Sometimes teachers who listen do not bore deeply into the meaning of what has been heard. They learn much about the surface thought of students but little, if anything, about what students "really think" (p. 359).

Summary

To summarize, empathy is a prime ingredient in a successful helping relationship. Without this quality, the relationship is superficial and wanting. The empathic person is able to hear the concerns and frustrations of others and provide understanding and acceptance. The more empathy between persons in a helping relationship the more likely the intended outcomes will occur. And, most importantly, empathy can be learned, especially from empathic persons who can communicate it effectively.

Given the foregoing conclusions, certain questions beg to be answered. Can empathy be modelled in a workshop series and thus change the levels of empathy of its participants? Does the program have to emphasize the teaching of empathic skills in order to affect the empathy levels of participants engaged in it? How important is it to provide student teachers and cooperating teachers with opportunities in the practicum to share concerns and ideas? Is the success of the relationship that occurs between the cooperating teacher and student teacher critical to the success of the practicum learning experience? If empathy plays such a powerful role in the

teaching-learning process, should cooperating teachers be selected for their empathic qualities?

This review of the literature has demonstrated that empathy is a key ingredient that determines to a large degree the success of a helping relationship. The process of "getting inside" the student teachers' private world and making sense of their concerns and difficulties as well as sharing in their joys and accomplishments is complex. Cooperating teachers must also understand the role they play in modelling empathy for their student teachers. Cooperating teachers need to provide an atmosphere of understanding and empathy in order that student teachers can learn not only the skills of teaching but also how to be empathic to their students in turn.

It is appropriate at this time to explore more fully whether or not providing a practicum alternative such as a series of workshops for cooperating teachers and student teachers will have a significant effect on the level of empathy of the participants.

CHAPTER 3

Methodology

Introduction

The central purpose of this study was to explore the question: Will providing a practicum alternative such as a series of workshops for cooperating teachers and their student teachers in the practicum affect the level of empathy of the participants?

This study will attempt to answer that question in three ways: by (a) describing quantitatively the results of a pretest and posttest measure of empathy, including both discrimination and communication items, (b) by sharing interview perceptions of participants about their experiences, and (c) by reporting participants' responses to a survey of the program's effect.

The test-retest method provided a measure of the effect of the experimental treatment, i.e. the series of workshops on the empathy levels of the participants. Additionally, interviewing participants in this study provided an opportunity for them to describe their practicum experience. Finally, the survey provided a further elaboration of the effects of the program, its benefits and deficiencies. By triangulating the three methods, an objective and subjective picture of what occurred is provided.

Design of the Study

The research approach for this study was experimental in design. The subjects were divided into experimental and control groups. The experimental group consisted of student teachers (Student Teacher Experimental) and cooperating teachers (Cooperating Teacher Experimental) who received the workshop series. The Student Teacher Experimental group participants were third year Bachelor of Education elementary route students who

applied to participate in this project. The Cooperating Teacher Experimental group participants were teachers interested in becoming involved in a collaborative practicum project between the school district and the University.

The control group consisted of student teachers (Student Teacher Control) and cooperating teachers (Cooperating Teacher Control) who did not receive the workshop series. The Cooperating Teacher Control group participants were teachers in the school district who were acting as cooperating teachers for their students but were not involved in the experimental project. The Student Teacher Control group participants were third year Bachelor of Education elementary route student teachers randomly assigned to the cooperating teachers in the control group.

Description of the Participants

A total of 48 subjects, aged 21 to 56, were engaged in this study. In the experimental group there were 17 cooperating teachers and 12 student teachers. In the control group there were 9 cooperating teachers and 10 student teachers. Participants were drawn from two sources: (a) teachers currently teaching and acting as cooperating teachers in a large urban school district and (b) university students enrolled in an eight-week elementary education practicum program.

Delimitations of Study

The study was conducted in a large urban centre. The study was also delimited by the time period of the practicum, specifically 8 weeks between February and April, 1989.

A letter of contact (Appendix A & B) was sent to all participants informing them that their participation in the study was voluntary and that their responses would be confidential. Participants were also informed that when the research was completed the results would be made available to them.

Procedure

The data collection proceeded in three ways. First, the empathy pretest measure was administered in the first week of the practicum to the cooperating teachers and the student teachers. The workshop series was then delivered to the experimental group for the next eight weeks. During the eighth week the posttest was administered. During that week, a survey which asked questions about the program was administered to all participants in the experimental group. The last method used was to interview twelve participants, three randomly selected from each group of student teachers and cooperating teachers, control and experimental, about their perceptions of the practicum.

The procedure for implementing the study began with the administration to both groups of a pretest which was a modified version of Carkhuff's Scales for Assessment of Interpersonal Functioning (Appendix C) and items from Gazda's Human Relations Training Manual. Using thirteen discrimination items and four communication items which focused on empathic responses to situations typical in a teaching practicum experience, the measure was modified by changing certain terms and descriptors to ensure that it would make sense in the context of the practicum. The reader may recall that the two scales focused on counsellor and client relationships. So, the main changes made in the revision were to use examples that were more appropriate to students, student teachers and cooperating teachers. The process followed in making the revisions was firstly working with two counsellor educators to obtain agreement that the items maintained the same level of empathy and were for all intents and purposes similar to the original scales. The items were then field tested on a number of student teachers and teachers. Following this test run agreement among a group of counsellor educators and teacher educators was obtained to the effect that the items were meaningful to these subjects and that the data about the original scale's reliability and

validity would apply to the revised version. This revised scale was then administered to both the experimental and control groups in a group setting during the first week of the eight week practicum with the same test instructions for all participants. Student teachers and cooperating teachers were asked to complete the instrument on their own with no discussion. All participants were asked to code their tests with their mother's birthdate in order to maintain confidentiality. Tests were returned to the group leader after approximately 35 minutes when all participants had completed the task.

The series of workshops (Appendix E) were provided to the participants in the experimental group during the period of time between the pretest and the posttest, approximately eight weeks.

At the completion of the program, approximately week eight of the practicum, the same instrument was administered to all participants in the study in order to assess any change in the level of empathic responses of participants. Because the experimental groups met in a group the participants completed the test in a large group while the cooperating and student teachers in the control group were asked to complete the measure on their own. The tests were collected by the researcher at the end of week eight of the practicum.

The scoring of the empathy measure was done by three independent judges. Approximately three hours of training on Carkhuff's Scale for empathy measurement was provided for the judges and practice was given in evaluating responses. A reliability analysis on the pretest and posttest scores of the three judges was conducted and is detailed in Table 1.

Table 1

Reliability Analysis of Judges' Responses Pretest- Communication

Question	Probability	Alpha
1	.12	.9571
2	.12	.9345
3	.51	.8809
4	.42	.9334

As evidenced by the results, the three judges were in high agreement for the scoring of Questions 1-4 on the pretest of the communication scale.

Table 2

Reliability Analysis of the Judges' Responses Posttest-

Communication

Question	Probability	Alpha
1	.28	.9047
2	.18	.8939
3	**.02**	.9036
4	.42	.8809

There is adequate reliability for all judges except for Question 3 of the posttest on Communication. Because of this significant difference among the judges further investigation into the judges' lack of agreement in scoring was warranted. Table 3 presents a

comparison of the three judges and the averaged scores for each question.

Table 3

Judges' Averaged Scores by Pretest Item

Pretest	Judge 1	Judge 2	Judge 3
1	3.06	3.19	3.09
2	2.87	2.82	2.99
3	3.24	3.27	3.34
4	2.64	2.76	2.70

In comparing the averages of all three judges' scores on the four communication items on the pretest, there are no significant differences. Thus, it can be seen that on the basis of both ways of looking at the agreement among the judges the scoring can be considered reliable on the pretest.

Table 4

Judges' Averaged Scores by Posttest Item

Posttest	Judge 1	Judge 2	Judge 3
1	3.26	3.19	3.31
2	3.03	3.03	3.19
3	3.45	3.31	3.51
4	2.80	2.90	2.93

On the basis of the reliability analysis reported above (Table 2) it is clear there seems to be disagreement among the judges on

question 3 of the posttest on Communications. Looking at the judgers' average score underlines that question 3 of the posttest presents the only statistically significant difference. The individual judges' scoring of question 3 of the posttest is significant at the .02 level. The reliability of that item being doubtful, the researcher decided to remove question 3 from further analysis and concentrate on questions 1, 2, and 4. The results of the analysis are reported in Chapter Four.

The Workshop Series

A specially designed workshop program consisting of five sessions was presented to the experimental group of cooperating teachers and student teachers during the eight week practicum. These sessions consisted of 3-4 hour workshops on topics addressing relationship building, communicating effectively, planning together as a team, coaching and supervisory conferencing, evaluating for growth, and managing a classroom (See Appendix E).

The program was five sessions long because the practicum consists of only eight weeks and both the student teachers and the cooperating teachers felt that they should not be away from their classrooms too often. Thus the first session, an orientation, was held before the practicum began in order for both parties to get acquainted and resolve any administrative problems. The four subsequent sessions were then planned by discussing with the participants their concerns and interests about the practicum.

The first two sessions were attended by both cooperating teachers and student teachers. Session three was held for student teachers only. Sessions four and five were for cooperating teachers only. At the completion of the agenda for session five, cooperating teachers were joined by student teachers as well as other invited guests for a social. All of the sessions were held in local schools or at the district teacher centre. A short description of the program sessions follows and samples of the five program sessions are

attached in Appendix E. (The whole program is available by writing the author directly).

Session One

The first session consisted of an introduction and orientation of student teachers to their cooperating teachers. Matches of students to cooperating teachers based on grade level and educational background had been made prior to this meeting. For this practicum student teachers chose to teach in their preferred grade level. Practicum personnel also attempted to place student teachers in their area of geographical choice.

The session opened with introductions and a fifteen minute introductory warm-up activity. Following this, there was a presentation on effective listening and focusing skills. Practice time was provided to ensure both student teachers and cooperating teachers had an opportunity to share experiences and expectations for the eight week practicum ahead.

The second part of the session focused on strategies for supervision and coaching. Participants were instructed on basic background theory in supervision techniques. Instruction in scripting and content analysis of a lesson script was also provided. The supervisory conference format was explained and a practice session in conferencing was given. The session ended with a commitment by student teachers to visit their cooperating teacher at the school before the beginning of the practicum to make final arrangements.

Session Two

This session was devoted to cooperative unit planning. In this session cooperating teachers and student teachers had an opportunity to learn about different approaches to lesson planning. A thematic approach, a learning styles approach, and a lesson design approach were presented. After the presentation cooperating teachers were encouraged to work with their student teachers and

use the ideas presented to plan their individual unit plans which are a significant component of the practicum.

Because each pair of cooperating and student teachers approached the planning of their program on an individual basis, a major part of the afternoon was spent individually working and sharing in these pairs. This provided time for the pairs of cooperating teacher and student teacher to become more familiar with one another's teaching style and instructional methods. Also each pair was able to share concerns and questions. This session was planned so as to facilitate "getting inside one another's world."

Session Three

In this session, student teachers only were invited to learn more about strategies for managing a classroom successfully. The session focused on Teacher Effectiveness Training (T.E.T.) strategies. These included defining where a student's problems originate and the responsibilities for problems. This training encouraged student teachers to understand boundaries in a classroom and to make rules and consequences that are helpful to both teacher and student.

In the second half, a practical approach to dealing with the majority of one's students was presented. Ideas on how to win over students, be preventive with respect to appropriate behavior in the classroom, and how to provide reasonable choices with appropriate consequences were presented and discussed. Practice was given in role-playing difficult situations and using the "squaring off" technique. Modelling of appropriate responses by the instructor was offered and the student teachers were provided with opportunities to ask questions and talk with other student teachers about particular classroom management concerns.

Session Four

Session four, for cooperating teachers only, focused on evaluation strategies. Because evaluation is done twice during the

eight week practicum, this session was considered to be very important by the cooperating teachers. One of the intents of this session was to reach some agreement among the cooperating teachers about the definition of the student teacher's performance descriptors- unsatisfactory, satisfactory, very good, and excellent. During this workshop the cooperating teachers expressed a need for more defined benchmarks in evaluating their student teachers. A cooperative group process was used to determine a description for each level. Teachers were encouraged to share descriptions and behaviors they thought were appropriate at each level. Brainstorming and discussion were followed by group reporting and agreement-building. Time was also devoted to helping the cooperating teachers understand how to express their comments in a facilitative fashion so that student teachers would be able to understand and relate to their cooperating teacher's remarks.

Session Five

The final session in this program was also held for cooperating teachers only. This session concentrated on a second presentation of the supervision process and attempted to tie together the learnings from the previous supervision session. A more advanced model of supervision and conferencing was offered to the group for further discussion and the importance of follow-up was discussed. Cooperating teachers were given opportunities to share what they had done in their particular classrooms with respect to coaching and conferencing their student teachers. Participants gathered together in their school groups to discuss the outcomes and successes of the practicum. These thoughts were later shared in the large group and suggestions for improvement and continuation of the project were made.

Student teachers joined the group later for a social gathering. Principals, University practicum personnel, school district and university administration, as well as the cooperating and student teachers celebrated the program's completion together.

Survey of Program Participants

A second data collection method was a survey questionnaire distributed to all participants in the experimental program at the last session of the experimental program. The survey instrument consisted of both open-ended and closed questions which were completed and returned by participants.

Interviews with Participants

For a duration of two weeks after the end of the practicum, the third method, interviewing, was used to collect data. Twelve participants, both cooperating teachers and student teachers from the experimental and control groups, were chosen by random selection. The names of the participants from each of the four categories were placed in a box and three were chosen from each group. They were individually interviewed about their perceptions of the experience they had during the eight week practicum. Five open-ended questions were employed and can be found in Appendix D. Interviews were conducted at participants' schools or homes and each took approximately 40 minutes to complete. Conversations were recorded by taking detailed notes, using a scripted approach.

Limitations of the Methodology

The study had several weaknesses. The fact that the groups involved were not randomly selected may have had an impact on the results. Secondly there was a loss of some participants (N=16) because follow-up of the control group was difficult. Finally, the study was based on the researcher's expectation that by providing a practicum alternative in the form of a series of workshops would positively affect the levels of empathy of the participants.

CHAPTER 4

Findings of the Study

Introduction

The central purpose of this study was to explore the question: Will a series of workshops aimed at providing an alternative approach during the practicum affect the level of empathy of the participating cooperating teachers and student teachers? In this study three research methodologies were used to determine change. First, all participants were asked to complete a pretest and posttest measure which rated their level of empathy on two dimensions, discrimination and communication. Secondly, a survey was conducted with the experimental group only which measured the efficacy of the program offered to those participants. And thirdly, twelve participants were selected randomly from the experimental and control groups and interviewed about their practicum experience.

This chapter will report on the analysis of these findings in three ways: (a) the statistical findings from the discrimination and communication of empathy items will be reported, (b) a report of the interview findings will be provided on a question by question basis with the responses of the control group presented first followed by the responses of the experimental group, and (c) the survey questionnaire results from the experimental participants on their perceptions of the program will be detailed.

Statistical Findings

The Discrimination of Empathy Items

As described in Chapter Three, the empathy measure was administered to the experimental groups and control groups at the beginning and end of the series of workshops. The measure had two separate parts - the first thirteen questions called for

discrimination of empathy by choosing the most empathic response from a group of four choices.

The results for the findings on the thirteen discrimination items are reported below. The score for the discrimination items ranges from a maximum value of 65 points to 13 points, the highest empathic response earning 5 points and the lowest 1 point.

The mean scores on the discrimination scale for each of the four groups are provided in Table 5.

Table 5

Discrimination of Empathy - Mean Scores of All Groups

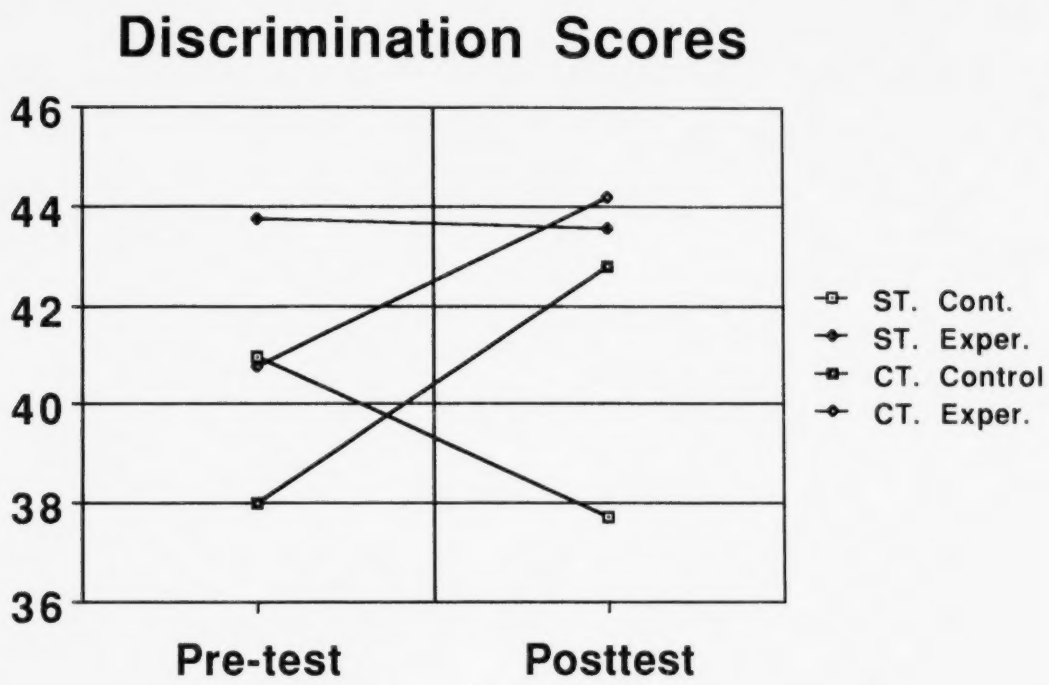
Pre-test and Posttest Items

	S.T. Control	C.T. Control	S.T. Exper.	C.T. Exper.
Pretest	41.00	38.00	43.75	40.77
Posttest	37.30	42.78	43.58	44.18

The students in the experimental group scored 2.75 points higher than the students in the control group on the pretest. The mean of the experimental cooperating teachers' group was 2.77 points higher than the mean of the control group. In both cases, the experimental groups are starting at a slightly higher level of empathy than the control groups. An analysis of variance was performed and no significant differences were found ($f = 1.13$, $p = .348$).

The results can be shown more vividly in Figure 1.

Figure 1



This graph shows the change in empathy by each of the four groups from the pre-test to the posttest. While no significant differences among the groups overall were seen, there was a significant interaction effect (f=4.16, p=.012).

A one-way analysis of variance was carried out by group and by pretest and posttest on the discrimination scores of the empathy measure. The results are shown in Table 6.

Table 6

Discrimination Items Pre-test and Posttest- Analysis of Variance by Group

	F-value	DF	Significance of F
Pretest	1.044	3	.383
Posttest	2.943	3	.072

The analysis of variance shows there is no significant difference between the four groups on the pretest or posttest scale.

Communication of Empathy Items

There were four items in the communication of empathy portion of the instrument. Participants were asked to respond to different statements and their responses were analyzed for empathy. The findings on the scores of Questions 1, 2 and 4 of the communication scale are reported here.

Table 7

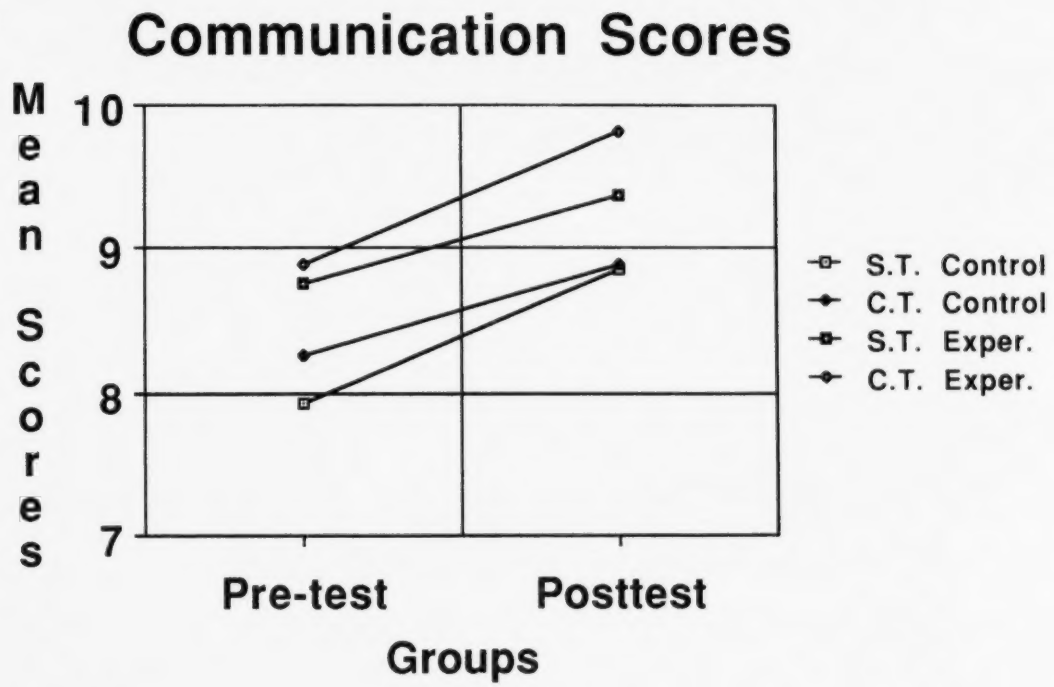
Average for Three Judges on Pre and Posttest Communication Items All Groups on Items 1,2,4

Group	Pretest	Posttest
St. Teachers Control	7.92	8.85
Ct. Teachers Control	8.26	8.89
St. Teachers Exper.	8.75	8.89
Ct. Teachers Exper.	9.37	9.82

In every case the skill of the participants to communicate empathy increased between pretest and posttest. However, a multivariate analysis of variance revealed no significant differences (f=1.66, p=1.88).

A clearer picture of the changes is graphically shown in Figure 2 below:

Figure 2



Summary of the Statistical Findings

The statistical analysis indicates no significant difference in the experimental groups from pretest to posttest on the empathy measures. Therefore, one must conclude that the series of workshops did not significantly affect the levels of empathy of the participants.

Interview Findings

The interview process occurred during the two weeks following the practicum program. The researcher spent approximately 40 minutes with twelve student teachers and cooperating teachers, three selected randomly from each group in the study. The results of the interviews will be reported by giving the responses made by the control group participants first, followed by the experimental group participants' responses.

Findings on the Interview Questions

1. What was a highlight of this practicum?

Control Group:

Most of the cooperating teachers spoke of trying to be encouraging, of making their meetings together casual, "as things came up." They allowed student teachers to observe a little at first, and then "move in after that."

The student teachers in the control group commented on feeling isolated (as many were alone in the school at which they were placed), and not having a relationship with their cooperating teacher or faculty consultant. They spoke of "watching the teacher" and trying to watch other teachers. One student commented "I copied my teacher, then adapted myself by trial and error."

Experimental Group:

The cooperating teachers commented unanimously on the value of the sessions offered in the series of workshops. They felt the program provided "time to get away from the classroom and just talk" and that this was an excellent opportunity to really "get to

know one another." The chance to dialogue with colleagues away from the school appears very important. Comments on the closeness of the teachers working together were prevalent. Several cooperating teacher and student teacher pairs in this group have continued to maintain a relationship and meet regularly outside the school. One student teacher is still volunteering for her cooperating teacher one year later.

A second highlight of the experimental program mentioned as significant was the clustering of student teachers in each school. The student teachers involved commented on the stronger feeling of support and school commitment. They felt it was like " being a part of the family." Cooperating teachers highlighted the strength of the program in instilling greater confidence in them for their role as well as helping them to achieve a better understanding of what it means to be a cooperating teacher.

2. Can you tell me about any differences or new ideas this practicum introduced for you?

Control Group:

The cooperating teachers were specific as to what work they wanted the student teachers to accomplish. One teacher gave her student teacher mini-sessions on effective teaching.

Student teachers felt that the practicum was basically as they had expected with no surprises. Having talked to others who had done their practicum in previous years, student teachers appeared to have certain expectations about how the practicum should be implemented. They talked of "going along" with their cooperating teacher because they needed a good grade even though they didn't always agree with the cooperating teacher's methods.

Experimental Group:

The greatest difference that was noted in interviewing the participants of the experimental group was their agreement about

the program's assistance to them. Comments that predominated this group's interviews included statements about the growth cooperating teachers felt they had achieved in areas such as listening, observing other teachers, talking to their student teachers about specific teaching strategies or content, and better understanding of people.

Student teachers noted as significant for them the importance of being able to meet their cooperating teachers before the practicum began, getting more practical information on classroom management, having regular and formal meeting times with their cooperating teacher, and feeling less isolated and alone.

3. What changes would you make to improve the experience?

Control Group:

Cooperating teachers in this group felt the timeline for the practicum was difficult because of the many interruptions in the school calendar in February and March. Teachers also thought more students needed background in effective teaching in order to understand their comments on the lessons. An improvement for cooperating teachers in this group would be a seminar offering information on what to do with student teachers and knowing ahead of time who your student will be. Also, opportunities for students to visit other classrooms to see other teachers would be a benefit. More teamwork between cooperating teacher and faculty consultant was mentioned as a change that was desired, with sessions offered to assist the cooperating teacher.

Student teachers emphasized placing more than one student teacher in a school as a positive change. Again, after speaking to friends in other schools (specifically experimental schools), these student teachers felt the cluster approach sounded valuable. Consideration of designated preparation time for student teachers and a more thorough look at a student teacher's workload were mentioned. They would also like to see a longer practicum with two different placements and the practicum placed earlier in their

program. Students commented on their need for a classroom management seminar, a generic teaching methods course, and more study on unit planning. It was suggested that sessions such as these could be held during the practicum.

Experimental Group:

Both cooperating and student teachers in the experimental group suggested very few changes in this new approach to the practicum. They felt the program introduced here was a significant change from practice in the past. However, comments such as "even longer practicum, more sessions together as pairs to reflect on our experiences, use of a workshop journalling process, time scheduled where all student teachers or all cooperating teachers in one school could meet and share" were collected.

4. How would you describe the relationship you had with your partner teacher?

Control Group:

Student teachers in the control group made little comment about their relationship with their cooperating teachers. Words like "casual, informal, available, nice" were used to describe what occurred between them. One student teacher in particular described the relationship as "lacking in support." "I was on my own a lot of the time, and when I asked for assistance, I was told to plan better."

Cooperating teachers in the control group spoke of observing and talking to student teachers at the end of the day. One spoke of a team approach where the two of them worked side-by-side to teach. Another mentioned teaching a class in the morning and having the student teacher re-teach it in the afternoon. There was no mention of feelings of growth in understanding, or development of a relationship. Cooperating teachers in this group used language such as "'observing the student teacher', 'talking about lessons plans', and 'writing comments about the lesson'."

Experimental Group:

There was a marked difference in the comments of this group. Student teachers used the following words to describe the relationship with their cooperating teacher: "'understanding', 'kind but tough', 'realistic, caring, warm, understanding', 'compassionate, considerate, responds in a fair, realistic way', 'positive, open to me', 'forgiving', 'really helped me to grow as a teacher and person'."

Cooperating teachers described the relationship with their student teachers as: " 'partners working together', 'harmonious, a good working combination of talents', 'pleasant, provocative, intensive', 'a good connection', 'nurturing', 'an interesting mix of teaching and learning', 'a guide on the side', and 'caring but concerned'."

5. How do you think your student teacher/cooperating teacher would describe you as a teacher?

Control Group:

The student teachers in the control group used terms such as "'motivated, organized, responsible', 'knowledgeable', 'happy', 'knows classroom management and curriculum', 'patient, sets appropriate standards', and 'runs an efficient but caring classroom'".

Cooperating teachers in the control group described their student teachers' perceptions of them as "'someone students can come to, 'fair in dealing with all students who come to them', 'someone who leads and gives firm guidelines', 'respected and excited', 'someone who has helped them to grow', 'someone who will listen if they have a problem', and 'a person they can respect'."

Experimental Group:

Student teachers in the experimental group used words such as "warm, understanding', 'patient', 'enthusiastic', 'a good listener', 'knowledgeable, allowing students to seek their help', 'positive reinforcer', 'able to empathize', 'has integrity', 'brings out the best in each student', 'expecting the best each student is capable of attaining', 'able to establish a warm, comfortable rapport with the child and the parents', 'organized,friendly, responsible', and 'a good listener' to describe themselves.

Cooperating teachers in the experimental group used comments such as "one who loves the job', 'works hard, is fair but cares', 'can turn lights on in a student's mind','is friendly, caring, punctual, organized, witty, sensitive,humorous', 'has good rapport with students', 'enjoys what they are doing', 'sets fair and appropriate standards', 'creates an open and comfortable atmosphere','helps students view themselves as important and valued', 'is humble, truly dedicated', 'is well prepared, listens to students', 'shows no favoritism','can turn students on to learning', 'a friend', 'motivated, trustworthy', 'treats others with respect and dignity', 'is a good peacemaker', and 'is caring".

Summary of the Interview Findings

The study's intent was to explore whether by providing a practicum alternative such as a series of workshops for student teachers and cooperating teachers, the participants' level of empathy would be affected. While the interview findings from the experimental group were positive and affirmed the value of providing opportunities for practicum participants to communicate more closely with one another, it is not clear whether the level of empathy increased or not. However, the participants commented on their enjoyment of the workshop program, how it had been beneficial to them, and how it had improved their relations in pairs and in the

whole group because of the opportunities provided for participants to work together and share ideas and concerns. Thus it does appear, from this self-report assessment that both the cooperating teachers and student teachers felt they had become more effective communicators.

The control group participants' responses in contrast were less positive. The people interviewed from this group seemed less positive about their experience and less inclined to talk positively about the experience. There were complaints by cooperating teachers about the way the practicum was structured and a greater emphasis in the interviews on completing the practicum to earn a grade.

Survey Findings

The survey assessed the inservice program from an overall perspective - how the participants perceived the value of the workshops, the organizational aspects of the program, and the communication processes that occurred as a result of the program. The findings are reported in percentages, in mean scores recorded by participants for each of the sessions, as well as in comment form. A total of 29 subjects participated in the experimental program and their input is recorded below .

Perceived Value of the Workshops

The evaluation ratings for the workshops were based on the rank ordering of each session on a five point scale (5=very worthwhile, 1=not worthwhile).

Table 8 shows the means for each of the workshops in the series of workshops. The workshop perceived as most valuable to cooperating teachers was the session on evaluation, and the lowest was unit planning. For student teachers, the workshop perceived as most valuable was the orientation, and the lowest was also unit planning. This low value for unit planning may be in part due to the inherent difficulty students have in preparing a unit plan for the

first time. As well, cooperating teachers are often unsure about the extent of the plan and the amount of assistance they ought to be providing to their students.

Table 8

Workshop Mean Values

Session Name	Coop. Tchr. Rating	Student Tchr. Rating
Orientation	4.79	4.73
Coaching/Supervision	4.18	3.40
Unit Planning	3.00	3.26
Evaluation	4.82	- - - -
Class Management	- - - -	4.60
Supervision/Feedback	4.73	4.18

Based on a five point scale, the mean for the program for cooperating teachers was 4.30 while the mean for the student teachers workshops was 4.03. Specific comments on each of the workshops are included below.

Session One- Orientation

The orientation was seen as an important way to begin. Because it provided an opportunity to express concerns, fears, and expectations most participants agreed it was integral to the success of the program. Holding the orientation in a location other than the school was positive for the cooperating teachers.

Session Two- Coaching/Supervision

This session allowed cooperating teachers to get to know their student teachers on an informal basis. While many found the technical aspect of scripting a lesson difficult, most felt it was a valuable skill to use when supervising a student teacher. Student

teachers did not view this session as particularly useful possibly because it focused on supervision for which the cooperating teacher is primarily responsible.

Session Three- Student Teachers Only- Classroom Management

Comments included 'beneficial', and 'could have spent the whole day on this'. Student teachers had many questions arising from their just newly acquired experience in the classroom. These included dealing with difficult children, handling a classroom alone, setting up their own set of rules, responding to older children who challenged them on the playground, and understanding how to handle a confrontation using invisible discipline strategies. This session appears to be an important topic that student teachers mention as a need.

Session Four- Unit Planning

This session was least appreciated by participants. A complex teaching concept, unit planning is not easy to address in one sitting and teachers do not necessarily bring the same ideas or experiences to such a workshop. Session evaluation comments included that the session content was overwhelming, too theoretical, and not useful. Concerns about this session also included lack of clarity surrounding the university's expectations for the unit planning assignment. One highlight noted the usefulness of group's brainstorming to assemble workable ideas for unit planning.

It is clear that if this program is to continued that this session should be changed to include more relevant materials and good examples of unit plans. It was also suggested that this session be held at the university curriculum library next year so as to facilitate gathering of materials.

Session Four- Cooperating Teachers Only- Evaluation

This was seen as a valuable session because of its usefulness to cooperating teachers in the practicum. The content of the session helped participants to reduce their stress about evaluating student teachers. Again, brainstorming, sharing of ideas, and a handout were considered helpful.

Session Five- Supervision/Feedback

The final session was seen as a positive culminating activity. Comments included that it was enlightening to hear other teachers' concerns and to have an opportunity to be listened to directly and compassionately.

Organizational Aspects of the Program

Using school sites for the workshops was seen as convenient, accessible, and parking was not a problem. Everyone felt comfortable, accommodated and appreciative of each school's efforts to host the group at one session.

The dates of the program were well timed. Participants especially liked meeting at the beginning of the practicum. Recommendations were made to consider choosing the latter part of the week for sessions and using full days instead of half days.

The topics selected were seen as appropriate, excellent, helpful, and timely by participants. They appreciated that sessions were held on time and that they did not finish late. A recommendation was made to spend more time on "reflective teacher education".

The Communication Process of the Program

The communication process for participants was seen as extremely good, informative, and open. Workshop presenters met

prior to each session to review the plans for the session and as a result were well prepared and enthusiastic. Some difficulties emerged as a result of the cancellation of one session. The threat of a teacher's strike throughout the practicum and workshop series created stress. It was difficult to hold a conversation without the discussion becoming centered on the strike and its negative aspects.

Summary of the Survey Findings

Eighty-seven per cent of the student teachers and 92% of the cooperating teachers found their overall experience in the program had value for communication purposes. In answer to the question "How well did you work with your teacher partner?", 93% of the student teachers rated their experience with their cooperating teacher very worthwhile, only 75% of the cooperating teachers felt that same way. In terms of professional impact, 80% of the student teachers said the program had a high impact while only 38% of the cooperating teachers agreed. With respect to reflecting about their teaching, 60% of the student teachers and 50% of the cooperating teachers felt the program was very worthwhile.

The differences in perception of the program's worth need to be explored further. In rating their experience with their student teacher, fewer cooperating teachers felt it was worthwhile compared to the student teachers. Perhaps this is due in part to the increased workload a student teacher can create for a conscientious cooperating teacher. With respect to professional impact cooperating teachers rated the program much lower than did student teachers. Further exploration with cooperating teachers into what professional impact means and how it can be addressed would be interesting and perhaps useful. On the notion of teacher reflection, both groups gave the concept a low rating. This is an abstract idea for many teachers and they are unsure of how to structure a learning experience to make it more reflective. More definition of the

meaning of reflection and more opportunities to become reflective about teaching (e.g. use of journals) may be indicated by this rating.

The best aspects of the program included comments such as "it was 'positive', and that 'a feeling of mutual support', 'togetherness', and 'cooperation' was fostered." There was a specific comment on the sense of 'security in numbers', that is, having more than one student teacher in a school. One person remarked on the empathy shown by both university and school district to each other's needs, and the concern shown by both about doing what was best for the student teacher. Comments on the time provided to reflect on one's teaching style and on teaching in general were noted. Finally, several survey participants remarked on the opportunities offered by this program to discuss concerns, problems, successes, as well as to build group cohesion.

Comments on the worst aspects of the program included the time constraints for the program sessions, the many interruptions in their classrooms caused in part by the sessions, and the fact that the program was over too quickly. A lack of adequate three-way communication between student teacher, cooperating teacher, and faculty consultant was noted. Perhaps this was in part due to the fact that the faculty consultants working with the student teachers in the schools were not a part of this workshop series. In future this could be alleviated by bringing all the parties together. Because a teacher strike was imminent throughout most of the program, many respondents commented on the pressure and stress this brought to bear. The evaluation of student teachers was also noted as a problem.

SUMMARY OF THE STUDY'S FINDINGS

This study did not establish a statistical difference in the empathy levels of participants before and after participation in the program. However the provision of a practicum alternative in the form a series of workshops for cooperating teachers and student teachers was seen as positive and helpful.

CHAPTER FIVE

Conclusion

When I began this study, my expectation was that by providing a practicum alternative such as a series of workshops would provide valuable opportunities for participants in the practicum to meet and discuss concerns and share ideas. I also expected based on the literature that the program could make an impact on the empathy of the participants who engaged in the experience. My study focused on making a change in people's levels of empathy because of the significance, again from the literature, that empathy plays in the growth, change, and learning of people. Reviewing of the research on empathy confirmed my beliefs about the importance of empathy in the teaching-learning relationship and gave me direction for this study.

Although the findings of this study were not significant in supporting the hypothesized expectations that a series of workshops can change levels of empathy of those that participated, I continue to believe that building an empathic relationship in the cooperating teacher-student teacher relationship is critical to the building of a pedagogical foundation for the student teacher in the practicum. Because learning to teach is a complex task, student teachers will likely have a more successful internship under the direction of persons who are understanding of their situation and open to their concerns and fears, as well as receptive to their feelings of success and elation.

This study, in its final chapter, will discuss my understanding of the findings with respect to the importance of empathy in the student teacher-cooperating teacher relationship. As well, the conclusions, recommendations, and suggestions for further research will be shared.

Overview of the Major Experimental, Survey, and Interview Findings

Experimental Findings

There was no significant increase in the levels of empathy, either in communication or discrimination, among student teachers and cooperating teachers in the experimental group.

Several interpretations can be drawn from this. While the treatment program used in this study modelled effective empathy, it did not focus primarily on the teaching of empathy and therefore was not adequate in order to assist in changing participants' empathic skills. This coupled with the indirect approach to the sessions' objectives- participants were never explicitly told the aim of the program was to change levels of empathy- may explain why there was no significant change. The literature on empathy clearly references that it is critical to *teach* empathic responding to participants if a change in level of empathy is desired.

Secondly, time is noted in the literature as a significant factor in the effective training of people in empathy. A program consisting of five sessions may have been too short to impact on participants' levels of empathy. A longer period of time may be necessary in order to effectively make changes in participants' levels of empathy.

II. Interview Findings

The qualitative data from the interviews revealed that both cooperating teachers and student teachers felt the program helped them to communicate more clearly and that they also found it beneficial in other ways.

The program, by emphasizing open sharing and non-judgemental discussions, enabled the participants to model empathy. The comments about the practicum experience itself indicated differences in the experimental and control groups with respect to socialization and collegiality. Experimental group interviewees commented on their feelings of collegiality and support from meeting regularly and in small group sessions. This was possible in part due to the larger number of student teacher placements in the experimental schools. Control group participants reflected on feelings of isolation and loneliness.However, in fairness it should be noted that most of these participants were in single placement settings.

III. Survey Findings

The workshop program as reported by the survey questionnaire of the experimental groups was productive and effective.

Both cooperating teachers and student teachers involved stated that their needs were being met. The sessions provided opportunities to share concerns, frustrations, and successes. Both groups also stated that the time set aside for meeting was valuable and that more time would have been even more beneficial. The time provided outside the classroom for discussion and planning between the cooperating teachers and the student teachers was a positive aspect of the program.

The five sessions provided to the experimental groups were perceived to be stimulating and generally growth-provoking. Seventy-five per cent of participants rated the session topics and approaches satisfactory to them. The orientation session held before the practicum to acquaint student teachers with cooperating teachers was noted by participants to be the most important of all sessions provided and they suggested it should be offered at the outset of every practicum.

Survey respondents from the experimental group made further recommendations and offered planning ideas for future sessions. They were interested in further exploration of reflective teaching practices, collaborative evaluation, and topics in curriculum that are currently popular (eg. whole language evaluation strategies, using manipulatives in mathematics). The majority of participants stated that they would like to continue participating in the workshop series if they were to take a student teacher the following year. They also stated that it would be beneficial to offer a similar project next year. Other suggestions included expanding the evaluation session to include new ideas such as working on evaluation teams, sharing the evaluation of student teachers between groups of cooperating teachers, providing in-school seminars for both student and cooperating teachers, and ensuring there was time during the practicum to meet in groups to discuss concerns and reflect on successes. It was suggested that the session on unit planning be adjusted to address cooperating and student teachers' concerns about the university's expectations for this portion of the practicum.

Conclusions from the Study

Based on the observations made and the research done, the reseacher concludes the following:

1. The inservice program did not make a statistically significant difference on the levels of empathy of the experimental versus the control group participants.

2. Based on the literature, raising awareness about the need for building an empathic relationship between learner and teacher is necessary.

3. This program gave both cooperating teachers and student teachers in the practicum setting opportunities to share ideas and discuss concerns.

The researcher believes that this study shows the importance of developing an empathic relationship between cooperating teachers and student teachers in the education practicum. With a better understanding of the impact an empathic relationship has on the success of learning in the practicum, cooperating teachers can structure an experience for their students that encourages open sharing.

Implications for Practice

The researcher believes that several of the following ideas encourage further investigation as to their value in practice. Both cooperating teacher and student teacher perceived the experience as improving their communication. Therefore it seems reasonable to suggest that a program focusing on active listening and empathic responding could be made available to all cooperating teachers prior to their taking student teachers. The program would be developmental in nature and process-oriented. Participants would be expected to gain theoretical knowledge about the significance of communication and the surface behaviors of empathy used when communicating with another. Practise in the use of open-ended questions and non-judgmental responses would be part of the first session. In subsequent sessions participants could learn about attending behaviours, both verbal and non-verbal, helping behaviors, listening, and perceiving feelings. Again practise in positive use of eye contact, facial expression, posture, listening and perceiving would be proposed. The program would ideally be implemented over a 2-3 month period with sessions every second week and practice periods between each session.

Secondly, placements of at least three student teachers in a school may be a preferable practicum placement. Students from both

the control group and the experimental group suggested such a system. This could facilitate communication and sharing of concerns and feelings between the student teachers and allow for small group sessions within the school. Interclassroom visitations and more opportunities to view a variety of teaching styles are also facilitated when a cohort of students is placed in a school. What in fact is being suggested here is that the school become a professional development centre similar to a teaching hospital. The culture of such a school would foster a climate for growth and norms for improvement and collegiality. Both principal and cooperating teachers would play important roles in the nurturing and advancement of the student teachers in their care. By way of sharing the experience a greater empathic understanding by all involved is more likely.

Recommendations for Further Research

Selection of cooperating teachers based primarily on their empathic communicating skills could be investigated. Teachers already possessing a high degree of empathy may be more effective with student teachers. Exploring ways to attract more empathic cooperating teachers into the practicum as well as researching methods to determine those teachers who would be empathic cooperating teachers are two directions worth pursuing. The preparation and on-going professional development of teachers for the role of cooperating teacher could also be addressed with a special emphasis on training for empathy.

Research into the concept of "clustering" student teachers by placing a cohort of at least three student teachers in any school may be of interest in studying the effects of collegiality and socialization.

FINAL REMARKS

Teacher education faculties and school districts alike are re-examining their approaches to the preservice and inservice of

teachers. The literature clearly states that the practicum is the single most important part of teacher preparation and development. This being the case, it is incumbent upon teacher educators to ensure that a quality practicum experience is provided to student teachers by knowlegeable but sensitive cooperating teachers. An empathic relationship between cooperating teacher and student teacher is critical to this learning experience.

Students teachers needs' to be socialized into the norms of collegiality and openness to professionalism must also be addressed. The notion of teachers working in classrooms "behind closed doors" is increasingly unacceptable. Professional teachers are encouraged to share resources, expertise, student concerns, and effective strategies. School cultures which endorse working together are becoming more apparent as greater numbers of teachers engage in collective approaches to the learning and teaching of students. Thus, the skill of communicating with empathy must be increasingly emphasized in order to promote a harmonious understanding between people.

The concept of fostering lifelong learning and creating a community of learners in the workplace called school is critical. Professional teachers, by teaching student teachers what they know and understand about teaching extend their own professional development by articulation and modelling. Secondly, by establishing a greater awareness of the importance of empathy between colleagues the workplace becomes an increasingly harmonious environment. While the growth from the mechanistic use of a skill to its artful use is a slow process, continuous staff development and repeated teaching of the skill to others increases the speed of that integration. As well, the new ideas and practices student teachers bring to experienced classroom teachers during the practicum also increase the learning and professionalism of the veteran teachers on the staff. To a large extent, however, the degree to which there is acceptance of any new practice depends on the empathy and understanding between the participants.

Cultivating an attitude of experimentation and flexibility is essential. A sense of trust and an understanding that making

mistakes is an integral part of learning are important. Empathy is an essential element in developing that sense of trust and understanding. Finally all three strands of teaching- the content to be taught, the appropriate pedagogical strategies to use, and the importance of relationship-building - must be taught and practised as part of the practicum learning experience.

A gap exists between the classroom practice of teachers and their theoretical knowledge base. In order to bridge this gap it is necessary for both universities and school districts to collaborate in order to meet the challenge of providing classroom teachers with professional development activities that are relevant to their classroom practice yet continue to build their professional knowledge base. By linking teachers in the field with researchers at the university the knowledge and practice base of teaching can further evolve. Thus, the practicum can be further strengthened. In a sense what is being advocated is a form of institutional empathy. That is, an empathic relationship needs to be established at both the individual and the institutional level to improve the quality of teacher education.

Involving teachers in their own craft, that is teaching another to teach, helps emphasize the importance of effective teaching and relationship building. Involving teachers in collegial supervision practice and staff development activities during the practicum may have a profound impact on their own professional development. At the same time teachers are able to gain valuable leadership opportunities outside of administration as well as expand their own professional development boundaries. Again, because of their proximity to practice in the classroom, teachers in these kinds of roles are more readily able to establish empathic relationships with student teachers experimenting with teaching for the first time and offer practical useful suggestions to them for their growth.

The importance of providing a successful practicum experience for student teachers as well as satisfying the learning and teaching needs of cooperating teachers must be understood if changes in our present teacher preparation programs are to occur. If we strive to ensure that the parallel of effective teachers and learners with

cooperating teachers and student teachers in the practicum is not lost, then benefits should emerge for both cooperating teachers and student teachers. By recognizing empathy and it's importance to the relationship between student teachers and cooperating teachers teacher educators may be better prepared to provide strategies that will enhance the development of all teachers.

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APPENDICES

APPENDIX A

Letter of Contact- Experimental Group

February 5, 1990

Dear Cooperating and Student Teachers in the P.A.C.T. 1990 Project:

Thank you for your participation in the P.A.C.T. 330 project to date. The Faculty of Education in collaboration with the Edmonton Catholic School District is undertaking a research project in the area of teacher preparation programs.

A major part of the research entails a questionnaire at the beginning and end of the Ed. Pr. 330 session. Both you and your student teacher will be asked to complete both questionnaires. Student teachers will also be asked to respond to a final questionnaire at the end of the practicum. Interviews may be conducted with some participants after the practicum is completed.

Results of this project will be available and shared as desired at its completion.Your assistance and cooperation in this research effort is highly appreciated

Sincerely,

Dr. Harvey Zingle
Associate Dean, External Affairs
University of Alberta

Mrs. Muriel Dunnigan
Associate Superintendent
Edmonton Catholic School District

APPENDIX B

Letter of Contact-Control Group

February 22, 1990

Dear Cooperating and Student Teachers in the Elementary 330 Practicum:

The Faculty of Education in collaboration with the Edmonton Catholic School District is undertaking a research project in the area of teacher preparation programs.

A major part of the research entails a questionnaire at the beginning and end of the Ed. Pr. 330 session. Both you and your student teacher will be asked to complete both questionnaires. Student teachers will also be asked to respond to a final questionnaire at the end of the practicum. Interviews may be conducted with some participants after the practicum is completed.

Results of this project will be available and shared as desired at its completion.Your assistance and cooperation in this research effort is highly appreciated.

Sincerely,

Dr. Harvey Zingle
Associate Dean, External Affairs
University of Alberta

Mrs. Muriel Dunnigan
Associate Superintendent
Edmonton Catholic School District

APPENDIX C

Test Instructions

Directions for Test:

Thank you for taking part in this research. As the attached letter has explained, the purpose of this study is to explore the cooperting-student relationship, especially with regard to communication and the importance of certain personal qualities such as empathy, genuineness, and understanding.

While none of you are obliged to participate in this study, we would appreciate your help. Please complete the front page with your mother's birthdate as a confidential code before responding to any of the questions. Research findings will be shared with you at the completion of the project.

When you have completed the paper, please had it directly to me. We will begin the second part of our program in approximately 45 minutes.

Thank you for your help in this research project.

Please mark your paper with the following code:

YOUR MOTHER'S DATE OF BIRTH: _____

This will assist in maintaining the confidentiality of your responses.

THANK YOU

PART ONE:

For each of the following introductory statements, indicate the letter of the response which would best facilitate empathy in communication. You do not know anything about the people except the words that are printed here. Make only one response per item.

1. **Cooperating teacher to second cooperating teacher: "I don't know how my new student teacher and I are going to get along."**

a. "Oh, I hope it goes well."

b. "Oh, I didn't know you had a student teacher. Tell me about her"

c. "You seem very worried that things will not work out between the two of you."

d. "It's a new relationship and you're probably a little anxious about how it will go."

e. "Just relax a little in this new relationship. Let things develop slowly. I bet it will go well then."

2. **Student Teacher to Cooperating Teacher: "Speaking up in staff meetings makes me really up-tight."**

a. "The thought of all those people makes you nervous and unsure of yourself."

b. "You get so nervous you just can't speak, is that it?"

c. "Don't worry. It's really common to feel afraid to speak up in a meeting."

d. "Gosh, I understand that feeling. You know, I used to have that feeling all the time in staff meetings. Maybe I can help."

e. "Well, I'm really glad you came to talk about it. Maybe we can do some stress management training to overcome that fear."

3. **Teacher to Teacher: "I don't know what I'm going to do with that kid Billy Watson. He's disrupting my class. He causes the other kids to act up, and then the whole class is out of control. I wish there was some way to get him in another class."**

a. "You're not going to let one little kid get the best of you, are you?"

b. "It's rough to have such a bad experience in the classroom. You're blaming Billy for most of this, but aren't you also expressing some question about your own role? It sounds like you might be thinking, "The whole scene is blowing apart, all because I couldn't handle one student. I should have been able to, but I couldn't.'"

c. "It's really disappointing to look forward to a good year and then find you have the school troublemaker in

your class. You don't see how you can put up with it any longer."

d. "So, you're going to try and get Billy transferred to another class."

e. "Have you talked to the principal?"

4. Student Teacher to another Student Teacher: "If I had done what I thought was best instead of listening to my cooperating teacher, the child's mother wouldn't be mad at me right now."

a. "You're feeling bad about the parent. Are you also worried about what the cooperating teacher will write on your evaluation about the whole incident?"

b. "What did you do?"

c. "Sounds like you're having the same problems with your cooperating teacher as Sarah Johnson is having with hers. Maybe you should go talk with Sarah."

d. "And now you're kicking yourself. I would have done the same thing. I guess we have to learn to stand up for ourselves when it comes to dealing with parents. Hard to learn, isn't it?"

e. By not doing what you thought best, you're in a mess. But what else could you have done?"

5. Cooperating teacher to second Cooperating teacher: "With the way things went last year, I

don't know if I can handle another practicum student this year."

a. "Well, why don't you give it a try in the Fall and then if you don't like it you can choose not to participate in the Spring.

b. "I get the feeling you didn't work as hard as you could last year and now you are afraid the same thing might happen this year."

c. "Things didn't go so well last year and now you are a little unsure and worried about your ability in the practicum.

d. "Perhaps you should consider no practicum student this year. It would probably make you more comfortable if you went without a student this year."

e. "Given how it went for you last year, I don't think you could handle it either."

6. **Teacher to Teacher: "I'm really disgusted with myself, nothing I try turns out right."**

a. "You usually do things so well. Don't you think it's just a bad day that you are having?"

b. "You too? I've been having the worst luck lately."

c. "It sounds like you're not having too much success lately and that's getting you down."

d. "Things have been going badly for you."

e. "What happened?"

7. **Student teacher to cooperating teacher: "I wanted to come and talk to you, but now that I'm here I don't know where to start."**

a. "It's intimidating to tell your concerns to someone else."

b. "Well, I'll start off then by telling you a few things I think you would be interested in."

c. "It's hard starting off, but once you begin it will be easier."

d. "You are finding it kind of embarrassing talking to someone about your concerns and that's holding you back."

e. "You're finding it hard to talk to me"

8. **Teacher to Teacher: "It's ridiculous! Everything has to be done *when* he wants to do it and the *way* he wants it done!"**

a. It makes you furious that it's so one-sided; you would like to call the shots."

b. "It really angers you that you have no say in the matter."

c. "I know. I find him the same way - a real dictator."

d. "Why don't you do us all a favour and tell him how you feel?"

e. "Let's bring up those issues in the next staff meeting so that he just can't take over."

9. **Student teacher to second student teacher: "My cooperating teacher is really living in the Dark Ages. She won't let me follow through on any of the new teaching techniques I learned in University."**

a. "You resent this teacher telling you what you can and can't do in the classroom."

b. "Being treated like that makes you mad. When you aren't given a chance to show how good your ideas are, it makes you feel your ability and training are wasted here."

c. "What is it she won't let you do?"

d. "She will if you insist on it. You just haven't been forceful enough."

e. "It's a real put-down when people don't take your ideas seriously."

10. **John, a Grade Four student who has been avoiding doing his homework for three days and keeps saying he'll do it the next day, to the teacher who asked him to bring it in: "I'm sorry, I forgot my homework. I won't do it again. I'll bring it tomorrow."**

a. "You've said that day after day. You're just trying to see how far you can push me before I'll blow my top. Well, this is it. You can go to the principal's office now."

b. "Teachers can't allow students to keep putting off work. It's time you brought your work in."

c. You're finding it difficult to remember to bring in your work, and I'm finding it difficult to be patient."

d. "John, you've told me that for three days. I want to believe you, but it gets harder each day."

e. "If you don't bring it in tomorrow, you will do it before you leave school."

11. Grade 9 male student to young, female student teacher: "I know someone who likes you and wants a date with you. Me!

a. "I'm glad to hear that you like me, but I'm finding it difficult to know how to answer your request for a date."

b. " I already have a boyfriend."

c. "It's flattering to know that I'm important to you. I think I'd feel rather uncomfortable about our age differences."

d. "Your asking for a date takes me by surprise."

e. "That's a nice compliment, but I'm afraid there is a school policy about staff not dating students."

12. **Student teacher to Cooperating teacher: "Well.ah,ah,.I would like to think about that suggestion you made about my teaching.ah, I 'll just sleep on it and get back to you."**

a. "Are you sure you don't have any questions about the techniqes I mentioned?"

b. "You seem to be hesitant to try this yet you say it's what you want."

c. "You're not going to talk yourself out of this, are you?"

d. "I find that when you put off making a change that's needed for too long the problem usually gets worse."

e. "You sound like you're not quite sure but you are going to think about it."

13. **Student teacher to Teacher friend: "You know, before I begin my practicum there's a couple of things I'd like your advice on. I know you've been teaching a long time..I'm, kind of worried about the whole thing.seems silly, I know, compared to all the other really big worries around."**

a. "No, I can understand that you might be worried. What are you especially concerned about?"

b. "No, it's very reasonable to be concerned about practice teaching. It's an important part of your professional preparation."

c. "No, I understand. Here's a book I found especially helpful when I started teaching. Your cooperating teacher can always give you more information, too."

d. "Well, just think of it this way. You've only got eight weeks in a classroom that's not even your responsibility.you can try out all sorts of things..Sounds great."

e. "Who's your cooperating teacher?"

PART TWO: Make an appropriate response to these statements:

1. Student teacher to teacher: "I'm worried about how well I'm doing with my classes. "I haven't had any experience before, and I'm not quite sure I'm doing it right."

2. Student teacher to teacher: "I really dread coming to work in the mornings. Teaching isn't any fun anymore."

3. Student teacher to teacher: "I'm so thrilled to have a cooperating teacher like you. You seem to understand me so well. It's just great! I feel like I'm coming alive again. I haven't felt like this in so long."

4. Student teacher to teacher: "I'm about ready to give up. I just don't see how I can succeed. I've tried as hard as I possibly can yet I don't do as well as I'd like to. It's not enough for me to get Very Good's; I want to feel I'm really learning something useful to me.

_____

_____

_____

_____

_____

Thank you for assistance in this study.

APPENDIX D

Answer Key for Discrimination Test Items

1 a. 1 b.3 c. 5 d. 4 e. 2

2. a. 3 b. 4 c. 1 d. 5 e. 2

3. a. 2 b. 5 c. 4 d. 3 e. 1

4. a. 1 b. 2 c. 3 d. 5 e. 4

5. a. 3 b. 2 c. 5 d. 4 e. 1

6. a. 2 b. 4 c. 5 d. 3 e. 1

7. a. 2 b. 1 c. 4 d. 5 e. 3

8. a. 3 b. 5 c. 1 d. 2 e. 4

9. a. 2 b. 3 c. 5 d. 4 e. 1

10. a. 5 b. 1 c. 4 d. 3 e. 2

11. a. 4 b. 3 c. 1 d. 2 e. 5

12. a. 5 b. 3 c. 4 d. 2 e. 1

APPENDIX E

Interview Questions

1. What was a highlight of this practicum?

2. Can you tell me about differences or new ideas this practicum presented for you?

3. What changes would you make to improve the experience?

4. How would describe the relationship you had with your partner teacher?

5. How do you think your student teacher/cooperating teacher would describe you as a teacher?

APPENDIX F

MANUAL FOR LEADERS

AN INSERVICE PROGRAM FOR DEVELOPING COMMUNICATING SKILLS DURING THE PRACTICUM PROGRAM

Session 1 -Orientation and Introduction

This session allows the teachers to greet and meet their student teachers. It is an informal friendly opportunity to work in small groups and discuss the purposes and plans htat each participants has for the practicum over the next eight weeks.

KEY PURPOSE: To provide an orientation of student teachers and cooperating teachers to one another and to the project.

TIMING: This first session should be held at least two weeks before the start of the practicum.

AUDIENCE: All student teachers, cooperating teachers, principals, faculty advisors and staff of project.

PLAN FOR DAY:

Welcome to the Project
Introduction of Staff
Mixer to get Acquainted
Overview of Project
Regroup to mixed school groups
Discussions of Expectations and Ideals
Second regroup to student and cooperating teacher groups only
Sharing of Fears and Questions
Final presentation on Hopes of Project staff
Closure

HOMEWORK: Commit to a school visit at least one week before the practicum begins.

MATERIALS: Get Acquainted Mixer

Session 2 -Coaching and Supervision for Teacher Growth.

This session focuses on the skills of observing and analyzing a student teacher's lesson. Participants are taught the differences between coaching and supervision, appropriate verbal and non-vebal behaviors, scripting as an observation tool, and how to conduct an instructional conference.

KEY PURPOSE: To teach and practice the beginning skills for effective instructional supervision.

TIMING: Ideally, this session should occur within the first two weeks of the practicum

AUDIENCE: Cooperating teachers, principals, and faculty advisors.

PLAN FOR DAY:

Review the continuum of coaching and supervision
Discuss the attending skills needed for coaching
Regroup in fours. Practice attending skills by acting as a focus, helper, and observers in each group
Review observation methods
Learn the technique of scripting
Regroup in pairs. Practice scripting each other.
Discuss an informal conference format: sharing feedback on a skill.

HOMEWORK: Commit to making at least one observation, followed by a conference with your student teacher before the next session.

MATERIALS: Notes on coaching, behaviors, scripting, sharing feedback.
Article on "Supervision and the Rhetoric of Empowerment" by Carl Glickman, Action in Education, 1988.

Session 3 -Classroom Management

This session features ideas and concrete suggestions for the student teacher learning to handle a classroom and students for the first time.

KEY PURPOSE: To inform teachers new to teaching about two models of classroom management: The Teacher Effectiveness Training and Driekur's Theory of Child Misbehavior.

TIMING: Session Three is effective between week 2 and week 5 of the practicum.

AUDIENCE: Student teachers, faculty advisors

PLAN FOR DAY:

Review Gordon's T.E.T. Model
Practice assigning ownership to problems
Discuss Gordon's Method III
Apply Gordon's Communication Plan to coaching and classroom management
Discuss proactive and reactive discipline
Review the steps to positive classroom management
Learn techniques for winning students over
Discuss Driekur's model
Practice formulating positive consequences
Review strategies for dealing with power struggles
Practice responding to defiant student's comments
Closure on power-seeking techniques

HOMEWORK: Commit to trying at least one strategy learned today and to observing different cooperating teachers using classroom management strategies.

MATERIALS: Handout on Gordon's Teacher Effectiveness Training
Handout on Driekur's Model

Session 4 -Planning.

This session was primarily planned to expedite the formulation of a unit plan that is part of the practicum assignment at this level.

KEY PURPOSE: To provide participants with enough knowledge to enable them to collaboratively plan a unit on a topic of interest to both student and cooperating teacher.

TIMING: This session is best held in the first three weeks of the practicum.

AUDIENCE: Student teachers, cooperating teachers, principals, faculty advisors

PLAN FOR DAY:

Review Planning Styles
Discuss different formats for planning
Understanding the planning process
Writing a Unit plan
Sharing the plans as developed
Implementation and Evaluation

HOMEWORK: Commit to planning, implementing, and evaluating a unit plan during the eight week practicum.

MATERIALS: Handout on planning, McCarthy's Format Lesson Design

Session 5 -Evaluation

The intent of this session is to provide participants with an increased knowledge of the evaluation document and a better understanding of categories and what they represent.

KEY PURPOSE: To discuss evaluation strategies, the process of evaluation, and how to best communicate progress reports.

TIMING: This session should be held just prior to the final evaluation report at approximately Week 7 of the practicum.

AUDIENCE: Cooperating teachers, principals, faculty advisors

PLAN FOR DAY:

Review Evaluation- What is it?
Discuss the Evaluation process
Preparing an Evaluation
Creating appropriate descriptors
Communicating the progress report

HOMEWORK: Commit to completing the mid-term and final evaluation report and sharing it with another cooperating teacher.

MATERIALS: Handout on Evaluation

Guidelines for the Evaluative Process from
"Supervising Student Teachers the Professional Way"
by M.A. Henry